



### **Starting school - a guide to supporting smooth SEND transitions 2022**

During this current situation we thought it may be useful to gather ideas for settings and schools to support positive transitions for reception age children who may or may not have been attending their early years setting recently.

- Settings welcome contact from schools, please get in touch and arrange to chat with the child's key person. Please check with Sally Goodwin ([sally.goodwin@peterborough.gov.uk](mailto:sally.goodwin@peterborough.gov.uk)) for the contact name and details of the setting. A virtual transition meeting can be arranged with the family and setting.
  
- When talking to the setting find out how they communicate with the parents - is communication, understanding or literacy a barrier. Ask the setting to share what works best for the parents.
  
- Seek information about what works best for the child and how this will support their transition into school - this should include the child's "All about me" transition sheet. Find out from settings all strategies and approaches that support the child's learning, development and well-being. Consider how you can use these to support the child when in your class as this will help you to form a plan to support the child as they transition into reception.
  
- All staff members to read the "All About Me" transition sheet and all other information about the child so the strategies and approaches that have been successful are continued in the reception class. Ensure staff training involves ALL staff who have contact with the child, to ensure continuity.
  
- Find out from settings:
  - ◆ Does the child have an Early Help Assessment (EHA)?
  - ◆ Is the child on the Early Support Pathway (ESP)?
  - ◆ Does the child have a diagnosis and if yes which professionals are supporting?
  - ◆ Has the setting forwarded the paperwork onto school? If yes, has it been passed onto the class teacher, senco and Phase Leader?
  - ◆ Does the child have an Education Health and Care Plan (EHCP)?
  - ◆ Has there been a recent review?
  - ◆ Is an EHC needs assessment being completed?

- Find out from the setting if the child has been supported by Special Educational Needs and Inclusion Services such as Portage, Hearing Impaired, Visually Impaired and Physical disabilities teams. They may be a point of contact as they are likely to be involved with children and their families during the transition.
- Schools to ask parents if they can share any medical information that will help them to support the child. Where there is a known diagnosis, school to ask for parental permission to request specialist services if not already involved for example Autism Advisory Teaching Service.
- Plan a transition meeting with parents and prior to this meeting, contact any therapy services involved with the child and family.
- Send photos of the school environment, key people in the reception class, uniform, and book bag for example. You could also include photos of classroom activities. These are some of the things that the child might experience/encounter as they make the transition into the school setting. These could be shared with parents via the setting or directly to the family if you are in contact.
- Develop and share a virtual tour of the classroom and of the school (include entrance, exits, dinner hall, etc) upload onto school website and send to settings, children and families in an email.
- Talk to the setting about the resources and activities they use and are of interest to the child so that this can all be ready for visits/first day of school.
- Ensure support for the family by having a named member of staff who will meet and greet every day.



